

Arizona's Common Core Standards

English Language Arts/Literacy

Sample Module Content Framework

10th Grade Module C



ARIZONA DEPARTMENT OF EDUCATION
ACCOUNTABILITY AND ASSESSMENT

DRAFT

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10th Grade ELA Module C

The number of reading, writing, and research suggestions are the same in grades 9 and 10, so this unit could easily be adjusted for use in grade 9.

Modules	Reading Complex Texts RL/RI.10.10		Writing to Texts W.10.1–6, 9–10, RL/RI.10.1–10			Resear Project W.10.1, 2, 4–9, RL/RI.10.1–10
	1 Extended Text	3–5 Short Texts	Routine Writing	4–6 Analyses	1 Narrative	1 Research Project
	A Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
	B Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
	C World literature	World literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
	D Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
For Reading and Writing in Each Module*						
Cite evidence RL/RI.10.1		Analyze content RL/RI.10.2–9, SL.10.2–3	Study & apply grammar L.10.1–3, SL.10.6	Study & apply vocabulary L.10.4–6	Conduct discussions SL.10.1	Report findings SL.10.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Reading Complex Texts

- Literature includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics
- Informational texts/literary nonfiction include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience
- Extended Texts include full-length work of literature (such as a novel or a play)
- For a more complete picture of what is expected at the 10th grade level, please refer to the narration that accompanies the ELA Model Content Framework Charts (http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf).



PARCC MODEL CONTENT FRAMEWORK SAMPLE, GRADE 10, MODULE C

Theme: Duality		
Essential Questions: <ul style="list-style-type: none"> • What is duality and where does it occur? • How does duality affect humans and society? • How is duality reflected in literature? • Why does duality exist? 		
Extended Text: The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson (unabridged) *I prefer to use the \$2 Prestwick House edition so that each student can annotate as they read. You can order the books at http://www.prestwickhouse.com/ .		
Shorter Text: World Literature (2-3) <ul style="list-style-type: none"> • “Borges and I” by Jorge Luis Borges • “Sonnet 130” by William Shakespeare • “The Necklace” by Guy de Maupassant 	Shorter Text: Informational (1-2) <ul style="list-style-type: none"> • “Kings and Queens of Crime: Alanna Knight on Robert Louis Stevenson” by Alanna Knight • “Beyond Darwinism: Eugenics, Social Darwinism, and the Social Theory of Natural Selection of Humans” by Kara Rogers 	
Writing: Routine—Develop & convey understanding	Writing: Analyses—Focus on inform & explain (4-6)	Writing: Narrative (1)
<ul style="list-style-type: none"> • Dr. Jekyll and Mr. Hyde Reader Response Journal --Reading/Discussion Calendar --Sample Journal Entry • Borges and I Mask/Poetry Assignment • Duality brainstorm/web activity • Note taking 	<ul style="list-style-type: none"> • Borges and I analysis activity (focus on how structure reveals author’s point of view about his own duality) • Social Darwinism informational essay (tied to “Beyond Darwinism...” by Kara Rogers) • Character sketch of Robert Louis Stevenson based on Alanna Knight’s article and the biographical video. • Dr. Jekyll and Mr. Hyde literary analysis essay --Literary analysis editing/revision activity --Literary analysis rubric 	<ul style="list-style-type: none"> • Duality Sonnets (Shakespeare imitation poem)
		Video Clip <ul style="list-style-type: none"> • <i>Scientific Racism: The Eugenics of Social Darwinism</i> (58 min) • <i>Robert Louis Stevenson Biography</i>



Research Project:

Students will work in groups to research information related to their assigned duality essential question. Each group will create a Prezi presentation (www.prezi.com, a free resource) and present their Prezi presentation to the class (Prezis will need to include certain items, such as a works cited page, a video or audio clip, visuals, and, of course, their response to their assigned essential question, based on and including researched information from sources.). Audience members will use a provided rubric to rate each presentation. Members of the audience will be called on to provide feedback, both positive and constructive. Students will complete self and group evaluation of their own presentation, as well as each member's ability to work collaboratively in a group. The teacher will factor audience feedback and group feedback in the final presentation grade, using a teacher created rubric.

Students will be given time throughout the quarter to work on research projects.

Overview by week	Standards/Assessment
<p>Week 1:</p> <ul style="list-style-type: none"> • Introduce unit—discussion of duality <ul style="list-style-type: none"> ○ Students work in groups of four or five. ○ One member of each group looks up duality online or in a dictionary. The group discusses the definitions and records synonyms and other forms of the word. ○ Group members brainstorm and/or create a web of ideas related to duality, drawing on prior knowledge. ○ A spokesperson from each group will share the group's ideas with the entire class (choose a student to record answers on the board). Students add to their lists/webs as appropriate. ○ As a class, come up with a list of essential questions related to duality (four sample questions are included at the top of the page). ○ Groups will each choose one essential question to guide their research. • Introduce related duality research project. Give students one day to do some preliminary research (refer to handout). They will be working on the research project over the next several weeks and will present their findings during the final week of the quarter. • Students read and annotate “Borges and I.” Students participate in a group and class discussion and analysis of the passage. Students write an individual analysis of the passage. One a separate day, students complete the mask/writing activity (see routine writing/analysis sections above). • Vocabulary Week 1 (from “Borges and I” as well as words related to introduction of unit and research task): duality, 	<p>For intro unit—<i>9-10.SL.2b,c; 9-1010.SL.4; 9-1010.SL.6</i> Observation; participation in discussion and collaborative groups</p> <p>For research project—<i>9-10.RI.7; 9-10.W.7; 9-10.W.8; 9-10.W.9; 9-10.W.10; 9-10.SL.2; 9-10.SL.4; 9-10.SL.5; 9-10.L.6</i> Observation; research project rubric (end of project); self/group evaluation feedback forms (end of project); regular group updates on wiki site, as well as participation in group online discussions (required minimum two comments per week)</p> <p>For “Borges and I” —<i>9-10.RL.1; 9-10.RL.2; 9-10.RL.5; 9-10.RL.6; 9-10.SL.1; 9-10.SL.6; 9-10.W.2; 9-10.W.4</i> Rubrics for discussion, analysis, and mask assignment</p> <p>For vocabulary—<i>9-10.RL.4; 9-10.L.4a,c,d</i></p>



Sample Module Content Framework – 10th Grade Module C

<p>prose, contrive, definitively, perverse, laborious, dichotomy, relevance, credibility, accuracy.</p> <ul style="list-style-type: none">• Language focus: noun and verb phrases.	<p>Use of vocabulary in writing; Quiz</p> <p>For language— 9-10.L.1b Use of noun/verb phrases in writing (student identifies five of each in own writing); Quiz</p>
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Week 2:

- “Beyond Darwin: Eugenics, Social Darwinism, and the Social Theory of the Natural Selection of Humans”: activity 1
 - Students read and annotate article as bell work (article annotation requirements).
 - Students discuss article in their groups, taking notes and coming up with a list of questions, comments, and words/phrases for whole group discussion (group article discussion guidelines). Additionally, students will write a ONE sentence summary of the article. A spokesperson for each group will share out to the whole group.
 - Teacher facilitates whole group discussion, calling on spokespersons to share their questions, comments, summaries and vocabulary.
 - During discussion, ensure that a connection is made to duality.

- “Beyond Darwin: Eugenics, Social Darwinism, and the Social Theory of the Natural Selection of Humans”: activity 2— focus on claims and support
 - Students will work independently to determine the claims presented in the article. Once they have identified the claims, students must identify the reasons and evidence included in the article to support the claims.
 - In groups, students will share their findings. Group members **MUST** come to a consensus on the claims presented in the article, as well as the support provided. They will also determine which claims were supported and which, if any, were not.
 - Groups will complete their claims/supporting evidence graphic organizer and choose a spokesperson to present their findings to the class.
 - The class as a whole will discuss the claims and the support provided in the article, determining where the author was effective and where the author could have used further support to strengthen her argument.

- Video: *Scientific Racism: The Eugenics of Social Darwinism* (58 min)
 - Students will take notes during the video.
 - After the video (or the next day), students will meet with a partner to compare and integrate information from the article and the video. With their partner, students will create a chart that depicts the main arguments for and against Social

For “Beyond Darwin” activity 1— 9-10.RI.1; 9-10.RI.2; 9-10.RI.4; 9-10.SL.1; 9-10.SL.6
Rubric for annotation and discussion

For “Beyond Darwin” activity 2— 9-10.RI.2; 9-10.RI.8; 9-10.SL.1; 9-10.SL.2; 9-10.SL.3
Observation; discussion rubric

For video clip/“Beyond Darwin”— 9-10.RI.7; 9-10.RI.9
Socratic seminar rubric



<p>Darwinism and Eugenics. Once completed, charts will be posted around the room.</p> <ul style="list-style-type: none">○ Students will engage in a Socratic seminar about Social Darwinism and Eugenics, using information from the article, the video, and other sources they find during independent research. During the discussion, students will be required to tie the issues being discussed to the concept of duality. <ul style="list-style-type: none">• Students will write an informational essay that defines Social Darwinism and clearly explains the controversies surrounding it. Papers MUST include evidence from “Beyond Darwinism” and the video <i>Scientific Racism</i>, as well as from at least one other source. Students will include words from their vocabulary list in their papers as well.• Vocabulary Week 2: Vocabulary will be taken from student generated list of words/phrases from “Beyond Darwin: Eugenics, Social Darwinism, and the Social Theory of the Natural Selection of Humans.”• Language focus:<ul style="list-style-type: none">○ Review noun/verb phrases—with a partner, students will identify noun and verb phrases in “Beyond Darwin: Eugenics, Social Darwinism, and the Social Theory of the Natural Selection of Humans,” and determine the effects of the identified noun and verb phrases.○ Introduce prepositional phrases—See above (add prepositional phrases); also, focus on the purpose of prepositional phrases and how they can be used to vary sentence structure.	<p>For informational essay— <i>9-10.W.2; 9-10.W.9</i> Rubric</p> <p>For vocabulary—<i>9-10.RI.4</i> Use of words in informational paper; quiz</p> <p>For language—<i>9-10.L.1b</i> Ability to identify phrases in writing and determine the effects of the phrases; quiz</p>
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Week 3:

- Editing/Revision activity: informational essay
 - Students will participate in a group revision activity (using group revision activity guidelines).
 - Students will work with a partner to edit their papers (using peer editing activity guidelines).
 - Students will complete a self-reflection of the revision and editing activities, using their writing goals (portfolio) to guide the reflection.
 - Students will type a presentation draft of their paper and post to the class wiki. They will turn in their prewrite, revised/edited first draft, and revision/editing reflection.

- Jigsaw activity: Victorian society (*This activity is based on the introduction of a unit on Victorian society found in *Elements of Literature: British Literature* by Holt. You could just as easily use an article on Victorian society from the internet.)
 - Teacher divides information so that each group is in charge of one piece.
 - Students individually read their portion of the information.
 - In groups, students share what they feel is the MOST IMPORTANT INFORMATION from their section. Group members must come to an agreement as to what information is most important before moving on to the next step. That information is then written on the jigsaw activity sheet in their section (each student writes the information on their own jigsaw activity sheet).
 - Groups create a visual to enhance their presentation of the information. Groups can present information to the class via Prezi, PowerPoint, or poster (depending on time and availability of technology).
 - Each group in turn presents their information to the class. Students fill in each section on their jigsaw activity sheet during presentations.

- Article: ["Kings and Queens of Crime: Alanna Knight on Robert Louis Stevenson"](#) by Alanna Knight
 - Students read and annotate article as bell work ([article annotation requirements](#)).
 - In groups, students discuss the article's structure, focusing on the meanings of words and phrases and the impact of word choice on meaning and tone, as well as the effect of the author's structural choices. Students will also focus on the use of direct quotes

For editing/revision activity—
 9-10.W.2; 9-10.W.5; 10.W.6
 rubric and completed
 revision/editing activity
 reflection

For jigsaw activity— 9-10.RI.2;
 9-10.W.10; 9-10.SL.2; 9-10.SL.4
 quiz (online)

For "Kings and Queens..." —
 9-10.RI.2; 9-10.W.10; 9-10.SL.2;
 9-10.SL.4
 annotation and discussion
 rubrics



<p>from Robert Louis Stevenson (why the author chose to include them and what they reveal about RLS). Students will take notes during discussion, and come up with a list of questions, comments, and words/phrases for whole group discussion (group article discussion guidelines). A spokesperson for each group will share out to the whole group.</p> <ul style="list-style-type: none">○ Teacher facilitates whole group discussion, calling on spokespersons to share their questions, comments, and vocabulary.○ During discussion, focus should remain on word choice and structure, for the most part. <ul style="list-style-type: none">● Video from Discovery Streaming—<i>Robert Louis Stevenson Biography</i>(notes and discussion)<ul style="list-style-type: none">○ After the video, students will meet in groups to discuss how information from the video clarifies information in the article by Alanna Knight.○ In groups, students will create a sketch of Robert Louis Stevenson that includes graphics as well as a detailed description of the author. These sketches can be presented via Smart Board, poster, etc.● Vocabulary (from article, as well as literary terms specific to <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>) 9-10.L.4; 9-10.RI.4● Language:<ul style="list-style-type: none">○ Review of noun, verb and prepositional phrases.○ Introduce adjectival and adverbial phrases.	<p>For RLS biography— 9-10.RI.9; 9-10.W.2; 9-10.W.4 character sketches rubric</p> <p>For vocabulary— 9-10.L.4; 9-10.RI.4 quiz</p> <p>For language— 9-10.L.1b quiz; identification of phrases in “Kings and Queens...” article</p>
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Weeks 4-6:

- Dr. J and Mr. H

--[Reader Response Journal](#)

--[Reading/Discussion Calendar](#)

--[Sample Journal Entry](#)

--[Character Analysis Graphic Organizer](#)

--[Group Discussion Rubric](#)

Possible weekly discussion points are listed below. Groups meet for group discussions, but the class also meets for large group discussions. See reading/discussion calendar above. Other tasks and activities can be added, including routine writing activities, but the focus should remain on the analysis of Dr. J and Mr. H.

- Week 4 (chapters 1-3)
 - ✓ Descriptions of Utterson, Hyde, Jekyll, Dr. Lanyon
 - ✓ Setting details (connection to mood/tone—emphasis on suspense and mystery—as well as symbolism of setting details)
 - ✓ Allusions to Cain/Abel, Damon/Pythias
 - ✓ Influence of religion/society
 - ✓ Structure (Why begin novel using other characters to describe main characters?)
 - ✓ Curiosity of Utterson (out of character)
- Week 5 (chapters 4-7)
 - ✓ Description of maid and her testimony (few women in story)
 - ✓ Response to murder—society, Utterson, Jekyll
 - ✓ Setting details—especially of the weather, the home of Hyde, the laboratory and Dr. Jekyll's cabinet, (mood/tone—suspense and mystery—symbolism of details)
 - ✓ Similarity in handwriting
 - ✓ Changes in Jekyll, Dr. Lanyon
 - ✓ Letters
 - ✓ Death of Dr. Lanyon
 - ✓ Incident at the window
- Week 6 (chapters 8-10)
 - ✓ Poole and his message
 - ✓ Setting (same emphasis as before)
 - ✓ Changes in Jekyll
 - ✓ Jekyll's note
 - ✓ Logic vs. emotion
 - ✓ Death of Dr. Jekyll
 - ✓ Letter 1: Dr. Lanyon's narrative (switch to 1st person; again, story told through another character rather than through main character; solving the mystery in part)

For The Strange Case of Doctor Jekyll and Mr. Hyde unit—

9-10.RL.1; 9-10.RL.2; 9-10.RL.3;
9-10.RL.4; 9-10.RL.5; 9-10.RL.6;
9-10.W.4; 9-10.W.6; 9-10.W.9a;
9-10.L.3; 9-10.L.4; 9-10.L.5; 9-10.SL.1; 9-10.SL.4; 9-10.SL.6
Discussion rubrics; Reader Response Journal rubric; weekly quiz; end of unit assessment (summative)



Sample Module Content Framework – 10th Grade Module C

<ul style="list-style-type: none"> ✓ Contents of Jekyll’s private cabinet ✓ Lanyon’s reaction to the truth ✓ Letter 2: Jekyll’s statement (finally get full story from main character in 1st person) ✓ Connections: religion, societal norms, effects of science, changing society ✓ Jekyll: character analysis <ul style="list-style-type: none"> • Work on research projects • Vocabulary: From Dr. J and Mr. H—possible words to include: <ul style="list-style-type: none"> ○ Chapters 1-3: discourse, eminently, austere, reputable, emulously, coquetry, florid, pedantically, indignation, citadel, dapper, boisterous, inordinate, heresies, incoherency, irrepressible ○ Chapters 4-7: ferocity, musing, accosted, insensate, embattled, ruminated, carbuncles, sedulously, ken, accursed, amities, mortify, inscrutable, mien, disconsolate, abject, traversed ○ Chapters 8-10: peevishly, lamentation, mottled, pallor, besieger, pious, morbid, farrago, volatile, parley, prodigy, duplicity, infallibly, effulgence, dissolution, vigilance, efficacy, aversion, pecuniary • Language: Continue to review previous phrase types, identifying them in the novel. Introduce during the three week unit the participial and adverbial phrases. Have students identify these phrases in Dr. Jekyll and Mr. Hyde and explain the effect or purpose of these phrases. 	<p>For research project— (see standards and assessment listed under week 1)</p> <p>For vocabulary— 9-10.L.4; 9-10.RI.4 quiz</p> <p>For language— 9-10.L.1b Ability to identify phrases in writing and determine the effects of the phrases; quiz</p>
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<p>Week 7:</p> <ul style="list-style-type: none">• Dr. Jekyll and Mr. Hyde literary analysis essay<ul style="list-style-type: none">○ Have students include in their essays both vocabulary words AND all types of phrases--Literary analysis editing/revision activity<ul style="list-style-type: none">○ As part of the editing activity, have students identify in their partner's essay all types of phrases studied--Literary analysis rubric• Work on research project• Vocabulary: Continued focus on words from Dr. J and Mr. H• Language: Clauses (independent and dependent)	<p>For Dr. J and Mr. H literary analysis essay— 9-10.L.1b; 9-10.L.6; 9-10.RL.1; 9-10.W.1a-e; 9-10.W.4; 9-10.W.5; 9-10.W.6 (if requiring final draft be typed)</p> <p>For research project— (see standards and assessment listed under week 1)</p> <p>For vocabulary— 9-10.L.4; 9-10.RI.4 use of vocabulary words in literary analysis essay</p> <p>For language— 9-10.L.1b use of phrases in literary analysis essay; identifying phrases on partner's essay when editing</p>
<p>Week 8:</p> <ul style="list-style-type: none">• “The Necklace” by Guy de Maupassant (Students are assigned to read and annotate the story for homework): activity 1—focus on character, theme, and ties to duality<ul style="list-style-type: none">○ In small groups, students will discuss the story (focusing on specific discussion questions) and complete the attached duality chart (questions are included with the chart).○ Groups will participate in a fish bowl discussion. (Each group chooses a representative to be involved in the “inner circle” discussion while the remaining students create an outside circle and take notes on the ensuing discussion.)• “The Necklace” by Guy de Maupassant: activity 2—focus on structure and author's purpose<ul style="list-style-type: none">○ In small groups, students will identify and analyze the style and structure of “The Necklace,” focusing on three main elements of de Maupassant's style (found in this particular story): the use of short paragraphs and sentences, the repetition of sentence beginnings (particularly with pronouns) in his longer paragraphs, and the use of irony at the end of the story.○ As a class, students will participate in a discussion	<p>For “The Necklace” activity 1— 9-10.RL.1, 9-10.RL.2, 9-10.RL.3, 9-10.RL.4, 9-10.RL.10, 9-10.L.5, 9-10.W.9 Discussion rubric; completed duality charts</p> <p>For “The Necklace” activity 2— 9-10.RL.5, 9-10.RL.6 Discussion rubric</p>



<p>about the effectiveness of these structural elements in relation to author’s purpose.</p> <ul style="list-style-type: none"> Finalize research projects (partners practice presentations; final revisions). Vocabulary (suggested words from “The Necklace”): caste, homage, inscrutable, petulantly, stupefied, covetously, frenziedly, volition, impelled, privation, abject, fickle Language: Clauses (review and practice with independent and dependent clauses and introduce noun, relative and adverbial clauses) 	<p>For research project— (see standards and assessment listed under week 1)</p> <p>For vocabulary— 9-10.L.4; 9-10.RL.4 quiz; activity that incorporates vocabulary and language review (clauses)</p> <p>For language— 9-10.L.1b Activity that incorporates vocabulary and language review (Students write paragraph that incorporates 7-10 of the vocabulary words and ALL of the clause types (words underlined, but types of clauses NOT identified). Students trade paragraphs with partners, who identify clauses and check that all words are used correctly. Partners turn in BOTH paragraphs together for assessment purposes.).</p>
<p>Week 9:</p> <ul style="list-style-type: none"> Shakespeare Sonnet 130 (Students will analyze the sonnet, focusing on duality as well as structure, as homework, taking careful notes.) <ul style="list-style-type: none"> Students will engage in a whole class discussion of Sonnet 130, focusing on an analysis of the structure of the poem and its emphasis on duality. They will add to their homework notes. Students will write their own sonnet, written in the style of Sonnet 130, which explores some aspect of duality. Research presentations (See information listed in research section at the beginning of the document for specific information regarding presentations and rubrics.) 	<p>For Shakespeare Sonnet 130— 9-10.RL.1, 9-10.RL.2, 9-10.RL.5, 9-10.RL.6, 9-10.W.1 Discussion rubric and notes; graded original sonnet</p> <p>For research presentations— 9-10.RI.7; 9-10.W.7; 9-10.W.8; 9-10.W.9; 9-10.W.10; 9-10.SL.2; 9-10.SL.4; 9-10.SL.5; 9-10.L.6 research project rubric; self/group evaluation feedback forms</p>